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ABSTRACT

In 1993, Kankakee Community College (KCC) (Illinois) initiated a project to reduce the problems associated with transfer from the community college to out-of-state universities by developing a strong structure of articulation agreements, recruiting opportunities, and transfer advising. The project attempted to serve under-represented students and develop transfer agreements with five out-of-state Historically Black Colleges and Universities (HBCU's), and to assist Malcolm X College and Prairie State College (Illinois) to accomplish the same goal. As a result, articulation agreements were completed between KCC and the HBCU's, an understanding of the participating universities was developed by community college advisors, transfer advising was improved for out-of-state transfer, new services were offered to the community, and relationships were strengthened between the HBCU's and KCC. Approximately 100 students participated, with relatively high rates of retention. Problems included lack of commitment from the community colleges and faculty, and lack of student involvement in college life. Despite numerous barriers to academic success, participants demonstrated equal or better persistence in college than did the comparison group. KCC was also able to achieve improved articulation agreements with most of the HBCU's. Appendices include student information, conference programs, and university guarantees. (YKH)

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ED 413 944

Innovations in Postsecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities

Final Report: Fund for the Improvement of Postsecondary Education Grant

Rick Manuel

Fund for the Improvement of Postsecondary Education

U.S. DEPARTMENT OF EDUCATION
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Grantee Organization:

Kankakee Community College
Division of Student and Workforce Services
River Road
Kankakee, IL 60901

Grant Number:

P116BE1571

Project Dates:

Starting Date:	September 1, 1993
Ending Date:	August 31, 1996
Number of Months:	36

Project Director:

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FIPSE Program Officer:

Charles Storey

Grant Award:

Year 1 $ 90,180
Year 2 93,150
Year 3 $103,140
Total $286, 470

Project Summary

The project titled "Innovations in Postsecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities" was envisioned as a foundation for developing relationships among Illinois community colleges and selected out-of-state Historically Black Colleges and Universities (HBCU's). Three Illinois community colleges: Kankakee Community College (KCC), Malcolm X College (MXC) and Prairie State College (PSC) agreed to develop articulation agreements with five HBCU's including Fisk University, Lincoln University of Missouri, Tennessee State University, the University of Arkansas at Pine Bluff, and Wilberforce University. Kankakee Community College completed transfer agreements with three HBCU's and has, to date, partially completed agreements with the remaining two. KCC also developed recruiting relationships with all five of the participating universities. Articulation agreements were not completed by the other community colleges during the grant funding period although they have been initiated, and it is expected that this will be accomplished in the near future. Additionally, a three part Transfer Advising Process (TAP) model, designed at KCC, incorporated student development and support along with course selection for the targeted students' transfer to the HBCU's. High-risk students were advised more intensively to increase their retention. Approximately 100 students were advised by the project services office at KCC. Few students completed an associate degree at the end of two years, and low graduation rates were attributed to the students having to meet requirements for developmental coursework prior to attempting degree coursework as well as their part-time enrollment status. Many students are single mothers, employed full-time, or unable to afford full-time tuition as a result of being ineligible for financial aid. All of the HBCU's have commited themselves to completing and maintaining articulation agreements with the participating community colleges, and these new institutional relationships will foster a continuing flow of better-prepared transfer students from Illinois which was the primary objective of our project. Further development and refinement of the advising model has been assumed by community college transfer advisors. Assessment of the quality of articulation agreements will only become clear as students transfer in greater numbers over time.

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Title: INNOVATIONS IN POSTSECONDARY ARTICULATION: ADVANCING OPPORTUNITIES FOR COMMUNITY COLLEGE STUDENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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Executive Summary

Project Overview

The project was initially envisioned by two administrators at Kankakee Community College: Rick Manuel (Vice President for Student Services) and Sam Hill (Vice President for Academic Programs). Responsibility for articulation processes is shared between these divisions at the college. However, since recruiting, academic advising and transfer advising, in particular, are offered through Student Services personnel, the project was submitted and primarily implemented through Student Services.

African-Americans in the Kankakee Community College district are somewhat familiar with Historically Black Colleges and Universities and often attend a community college before applying for admission to an HBCU. It was believed that Kankakee Community College could reduce the problems traditionally associated with transfer from the community college to out-of-state universities by developing a strong structure of articulation agreements, recruiting opportunities, and transfer advising. A formal set of transfer agreements would also benefit the HBCU's by providing well-educated and motivated transfer students and benefit the community college by increasing transfer enrollments in an area desired by the local community. The project plan also included two additional Illinois community colleges interested in formalizing transfer relationships with the participating HBCU's.

The project attempted to develop transfer agreements with five out-of-state universities (all HBCU's) and to assist two other Illinois community colleges in accomplishing the same goal.

Purpose

The project primarily addressed the issue of the transfer processes between community colleges and out-of-state institutions. While Illinois articulation processes are highly regulated (although still prone to errors), no special guidelines exist for the process of articulation with out-of-state universities. The community college articulator comes to the process with a set of expectations developed by experiences in the home state. On the other hand, the out-of-state university approaches articulation from its own set of preferences and practices. To compound the problem, community college articulation structures vary as much as those at universities. In sum, the most vexing problems associated with out-of-state transfer are not about undue regulation but about lack of clarity concerning the process by which students' transcripts will be evaluated upon transfer. Thus, the project appropriately addressed the problem of advising processes and articulation processes between the community college and out-of-state, historically black colleges and universities.

Background and Origins

The project was part of an institutional plan to serve a broader segment of the community college population. That broader segment was defined as baccalaureate-transfer students and underrepresented students. Kankakee Community College has had a predominantly white faculty and student enrollment even though it is situated in a district with two high schools with largely minority student enrollments. It was believed that as part of an overall plan to develop out-of-state transfer programs, this unique project would serve African-American students who are somewhat familiar with and interested in attending out-of-state HBCU's. Providing this program would, at the same time, boost enrollments of underrepresented students in postsecondary education programs at the community colleges.

Other projects had already been ongoing at KCC to attract underrepresented students. Upward Bound staff are located in the Division of Student and Workforce Services at KCC. This program deals directly with college preparatory education and assistance for underrepresented groups of high school students. A HECA minority transfer grant was also operating in Student Services. It was believed that the proposed project would extend the college's commitment to developing diverse university bound students, provide special assistance to underrepresented students, and, at the same time, help the community college improve upon existing transfer services. The community college administrators who set these institutional goals, designed the programs, wrote and received grants that funded the projects and sought to coordinate staffs to move in new directions were the major force behind this project.

Rick Manuel, the Vice President for Student and Workforce Services, has more of these grants under his division than any other at Kankakee Community College. Grant funded projects that support these goals provided funding for at least nine staff positions in the 1993-94 academic year. Each of those projects was somehow related to various facets of student transfer, recruitment, and retention. Most of these projects also focussed upon increasing services to and enrollments of underrepresented students. His division also consistently employs minorities in almost every area. Also during the period of the grant, President Larry Huffman, became increasingly concerned about diversity issues and sensitivity toward racism on campus. Some problems were addressed by his office, and some interventions and training for staff were implemented during the project. It was enormously helpful to have support at these levels of the organization.

Project Description

Kankakee Community College is situated in Kankakee, Illinois (approximately 60 miles south of Chicago). The Kankakee public school district enrolls approximately 65% African-Americans and Latinos; a reflection of the city of Kankakee's population. Additional school districts with high enrollments of underrepresented students exist in the community college's district as well.

Three HBCU's agreed to cooperate in the project at the time of grant application. Fisk University (private and predominantly African-American faculty and student body), Lincoln University of Missouri (a public and African-American residential student body), and the University of Arkansas at Pine Bluff (public and predominantly African-American faculty and student body) agreed to participate at the outset of the project. Fisk University, located in Nashville, Tennessee, is the most urban of the original HBCU's. Lincoln University is located in Jefferson City, the capital of Missouri, but this is more of a large town or small city environment. The University of Arkansas at Pine Bluff is the most rural campus although it is located in a small town.

In the second year of the project, Tennessee State University (Nashville) agreed to participate in the articulation project. It was believed that a large state university would help round out the selection of HBCU's. Additionally, having two participating universities in the same city gave students from Illinois an opportunity to transfer and, possibly, share travel or living expenses in Nashville even though they might attend different universities.

In the third year, Wilberforce University (Ohio) was invited to join the project. Wilberforce University is a very small, church affiliated, private university with a predominantly African-American faculty and student body. Located outside of Dayton, Ohio, Wilberforce is geographically the closest participating HBCU requiring only a four hour drive from Kankakee.

Two Illinois community colleges were invited to participate in the transfer and articulation project. Community colleges were selected for various reasons, but it was deemed important to disseminate the transfer and articulation model to schools that differed from Kankakee Community College in specific ways; that is, other community colleges were selected for differences in settings, academic programs, student populations and proximity to Chicago. Since HBCU's already recruit in Chicago high schools, an organized consortium of Illinois community colleges around the Chicago area might be more attractive than widely dispersed community colleges in difficult to access locations. In the second year, Prairie State College (Chicago Heights) agreed to participate. This community college is situated in a more suburban area than Kankakee. It already enrolls a large African-American student population and employs a number of minorities in administrative and faculty positions. In each respect, this community college differs from Kankakee Community College. In the third year, Malcolm X College (MXC) joined the consortium. MXC is located in Chicago and is one of the five schools in the Chicago community college district. It has a predominantly African-American faculty and student body.

In general, project implementation was successful. Articulation agreements were completed between KCC and the HBCU's, an understanding of the participating universities was developed by community college advisors, transfer advising was improved for out-of-state transfer, new services were offered to the community, and relationships were strengthened between the HBCU's and Kankakee Community College. Approximately 100 students were involved in the project and reaped the benefits of the enhanced advising model. In spite of the poor

academic performance of many students in this high risk group, retention was high with some students enrolling after up to a two-year interruption of academic coursework. A small number of students completed their course work with high grade point averages in business, engineering and the social sciences.

Unfortunate or undesirable outcomes were experienced in each area as well. The lack of commitment to commence articulation processes by the participating community colleges was troubling albeit understandable for even the universities needed to be prodded occasionally for the articulations for Kankakee Community College. Some community college faculty were reluctant to becoming involved in the project plan. Faculty were often uninterested in advising transfer students, attending project meetings, or participating in articulation processes due to the complexity of transfer advising. In general, they viewed this as the responsibility of other divisions or the administrators in their areas. While successful aspects of the project could be celebrated, the less positive outcomes were sobering and, fortunately, pointed to some areas that were previously unaddressed or unknown at the college.

As for the students, it was also somewhat difficult to involve them in student and college life. The community college environment is simply not the same as that at a university. The distractions of life in the home community constantly competed with academic goals in ways that away-from-home university students do not similarly experience. More to the point, community college students have their feet planted in two worlds; that is, the one in which they attended high school or in which they have lived, and the world of the college. These students typically go to class, go to work and go home to live with non-students. There are few opportunities and little time for them to be involved in college life. It was difficult to keep students involved in an academic atmosphere which is unlike the university residential student experience. A community college transfer student organization was developed to help transfer students support each other and to facilitate their success.

Evaluation/Project Results

The project evaluation found that the objective to significantly increase minority transfer enrollment and subsequent transfer to historically black colleges and universities surprisingly produced a project population with significantly more barriers to successful academic performance than the comparison group. Despite these barriers, participants demonstrated equal or better persistence in college than did the comparison group. Since participants received no financial incentives from the program, it seems reasonable to conclude that the support provided through the "transfer advisory model" was instrumental to their motivation to persist with their studies. The evaluation model followed the traditional experimental verses control group methodology with comparative results in the areas of grade point average, hours earned, college persistence, graduation and transfer.

The other aspect of the project was the creation of articulation agreements among the project participants. The measure of evaluation was the degree to which the agreements were achieved as well as the level of quality for each. Kankakee Community College achieved articulation agreements of superior quality with four of the five HBCU's while the fifth agreement was initiated in the final months of the project. The two other community colleges initiated articulation agreements, but have advanced at a lessor rate of progress to date having no complete agreements in place.

Summary and Conclusions

Kankakee Community College is very pleased with the results of our project in that the objectives were all addressed and, to varying degrees, all satisfied. The project provided a number of revelations which otherwise would not have been uncovered or even explored without FIPSE assistance. It is apparent that there is significant unmet need of opportunity for students from underrepresented groups to pursue baccalaureate degrees through the routes of the community college to Historically Black Colleges and Universities (HBCU). It is also apparent that these students, for the most part, possess significant academic and social liabilities which resulted in few students being able to achieve the transfer within the time period of the project.

Receptivity to articulation and transfer agreements among community colleges and HBCU's became an apparent fertile ground for all parties as a result of the project. It is anticipated that these agreements and relationships will grow and flourish as a result of being germinated and cultivated during our project.

Body of Report

Project Overview

The project titled "Innovations in Postsecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities" was envisioned as a foundation for the development of long-term relationships among three Illinois community colleges and five out-of-state Historically Black Colleges and Universities (HBCU's). Kankakee Community College, the grantee organization, developed the project through the efforts of two college administrators, Dr. Sam Hill (Vice President for Academic Programs) and Mr. Rick Manuel (Vice President for Student and Workforce Services). Transfer and academic advising services are offered through Mr. Manuel's division, and project implementation generally occurred through his area. The project plan included the development of articulation agreements among the community colleges and the HBCU's to assure efficient transfer of students. By adapting the transfer program to two additional community colleges, out-of-state universities had additional incentive to recruit community college students in Illinois and to participate in the project. A transfer advising process and a student development program were also identified as important components to be designed and offered through the services provided by the FIPSE project staff.

The participating community colleges and universities worked on various objectives of the grant but did not accomplish all the project goals during the funding period as will be discussed in detail within this report. A suburban community college was added during the second year of the project (Prairie State College) and an urban community college with a predominantly African-American student enrollment (Malcolm X College) was added in the final funding year. Disseminating and adapting the program at the participating community colleges was complicated and sometimes slowed in progress over staff responsibilities to grant objectives. Likewise, some universities took longer than others to complete articulation work as a result of vague assignments of responsibility for project involvement. It took Kankakee Community College approximately 21 months to complete articulation agreements with the three original HBCU's that committed their institutions to this project in 1993. Also articulation processes were partially completed with the two universities that joined the project in the last 15 months of project funding. Neither of the other community colleges completed an articulation agreement during the time each was involved in the project (PSC was added in the second year, and MXC was added in the third year) though their efforts have continued beyond the funding period.

Over 400 students were served by the FIPSE project services office during the funding period. More than 100 Kankakee Community College students were directly advised by the FIPSE project services office between September 1994 and August 1996. Approximately 250 local residents in the Kankakee Community College district were informed about the HBCU transfer program through small group meetings arranged by high school guidance counselors or principals and through presentations to student and parent audiences about the benefits of transferring to an HBCU from KCC. FIPSE services were also extended to the students, faculty and staffs of Prairie State College and Malcolm X College in the form of visits to participating HBCU's. Forty-three persons from KCC and PSC including faculty, staff and students participated in these on-site HBCU visits. (Although we would have liked to have included them in our plans, Malcolm X College conducts their own student tours of HBCU's and declined our invitation). KCC and PSC participants interacted at length with faculty, administrators, recruiters, students and various members of the staffs of four HBCU's (Lincoln University of Missouri, the University of Arkansas at Pine Bluff, Tennessee State University and Fisk University).

In addition to community college students and district residents, the FIPSE (project services) office served the participating community colleges and HBCU's. KCC FIPSE project services sponsored conferences on minority retention and out-of-state transfer. The HBCU's were served by involving university representatives in KCC sponsored transfer recruitment opportunities, and community college-HBCU articulation conferences. In this sense, then, the FIPSE grant helped Kankakee Community College serve the residents of three Illinois community college districts as well as the universities that participated in the articulation project.

The outcomes of the project are related to articulation, transfer and student development. The foremost objective of the grant was the development of articulation agreements with five universities. Each university chose its own method of articulation or of completing a transfer agreement. It was not deemed appropriate for the community college to prescribe for the universities how the articulation/transfer process should be accomplished. Instead the community college followed the lead of each university and discussed concerns as the articulation process unfolded. Generally, this appeared to be a productive approach. The articulation outcomes were almost as varied as the universities involved in the project.

In summary, our project experienced a variety of outcomes related to articulation, transfer, and student development. While not all the outcomes were desirable, we learned some ways to improve the transfer advising process for community college students attempting to transfer to out-of-state universities. In that process, we also learned about other Illinois community colleges and developed a more accurate view of the Historically Black Colleges and Universities that participated in the project.

Purpose

The previous section points out some of the problems associated with transfer processes. This project tried to address multiple problems or difficulties in articulation, community college transfer, transfer to out-of-state universities, transfer advising, and student retention. In the simplest terms, the major problem the project sought to address was the anticipated and real difficulty community college students experience when they transfer to out-of-state universities. Articulation processes are directly related to the difficulties students experience in the transfer of community college credit to satisfy curricular requirements at universities. What Kankakee Community College hoped to do was make the transfer process easier, more efficient, more diversified, and more attractive to district residents. One might think of it as building a well designed highway where an often used (but bumpy) road currently exists. The idea was that a well designed transfer process would not only solve the problems of community college transfer to the HBCU's, but would interest more students in using our highway as part of their journey to a baccalaureate degree.

A retrospective on the problems originally addressed by the design of the project necessarily turns up a variety of related issues that might have been unknown or overlooked in the past. On the face of it, transfer students mainly encounter problems after they have arrived on the university campus hoping to find that a transcript evaluation will confer them with junior status and that most, if not all, of their freshman and sophomore requirements have been satisfied at the community college. Often this is not the outcome the transfer student experiences. Rather, the transcript evaluation reveals that courses taken at the community college are different than those offered at the university, and the student is required to take the university's courses. Lack of equivalence is a common problem. For example, a student may have taken a course called Calculus I at the community college, but the transcript evaluation finds that Calculus I at the university covers additional material, and the student's community college course is not equated to satisfy the mathematics requirement. Another problem is a

lack of understanding of course content. The university may require a public speaking course in the first two years. The student may have taken an introductory communication course in which some public speaking is taught. The university may decline to transfer this course to satisfy the public speaking requirement at their institution. Other problems relate to the actual form of the student's major requirements at the university. For example, the student might have enrolled in a College Algebra class as part of the requirements for an associate's degree and then expected that course to satisfy the mathematics requirements for an education degree. This student might find that the university has a specific set of mathematics courses for education majors and that no course offered by the community college would have transferred for this requirement. Additional problems and examples related to transfer credit/course evaluation were identified. Students find many paths leading to disappointment when they attempt to transfer their community college courses to a university.

The state of Illinois has attempted to alleviate some of the same transfer problems for community college students who transfer to Illinois universities and has just recently placed its faith in the Illinois Articulation Initiative. This solution to the problems of community college transfer essentially reduces every Illinois university to requiring the same courses to satisfy graduation requirements for each specific major. While satisfying the criterion of efficient transfer to any university, Illinois has, in effect, sacrificed university curricular variation and creativity by overregulating curriculum development. It would have been inconceivable for the HBCU transfer project to employ this articulation approach with the participating HBCU's, and not simply because it would have been ludicrous to have asked the universities to design a set of common requirements. This idea never would have been put forward because it is the very uniqueness of the HBCU's, their different curricula, and their different philosophies about university education that make them attractive to students from every state in the U. S. and from a variety of foreign countries. Interestingly enough, during discussions among Illinois community college transfer staffs, the Illinois Articulation Initiative (IAI) was often brought to the table as the model for the out-of-state HBCU's to follow. While those articulation agents understood quite clearly that the HBCU's were under no obligation to alter their curricular requirements for the state of Illinois or for the project, they continually suggested or even stated that if only the HBCU's would see the efficiency of the IAI, they would find a way to do the same.

The Illinois Articulation Initiative (and its proponents associated with the HBCU transfer project) is raised to point out a problem that became more apparent as the articulation processes unfolded. Community college transfer and articulation staffs often looked at the process with the blinders of their own state's processes firmly in place.

Another problem was directly associated with the state of transfer advising at the community colleges. Academic advising is found in many different areas in Illinois community colleges, and the coordination among units is quite uneven. In some community colleges it is located in counseling services. In others, transfer materials and information are largely handled by a transfer coordinator in one area, and academic advising is located in a different area. One transfer director at another community college revealed that she did do academic advising and did not see any way she could avoid doing it even though she had been advised by academic advising that this was not her responsibility. While it is nice of academic advising to take all the responsibility, it suggests that the transfer advising process has been designed like an assembly line at that particular community college.

At Kankakee Community College transfer advisement is broadly handled by the transfer coordinator. Articulation books are shared, and often, an advisor is likely to find that the needed articulation guide is in someone else's office. Motivated advisors do peruse the university catalogs, read the array of materials that appear in their mailboxes, contrast course equivalency listings with the actual major requirements in the university catalogs, and properly

advise students about course selection. Unfortunately, few faculty advisors do this, and, if the truth be known, most simply refer students to the transfer coordinator who is oversubscribed by student appointments.

From a convenience perspective it might be best to have a small group of specially trained transfer advisors or, even better, a well trained advising staff properly supplied with convenient, easy-to-use transfer advising materials. Articulation books should be in the advising area, and student self-advising materials could be developed to help students properly guide themselves. A knowledgeable student will be less likely to encounter disappointments on the university end of the transfer process. Transfer Curriculum Guides should be prepared for all students who express a desire to transfer, and transfer advisors should update these guides every semester. Only a group of advisors could manage this task, but the use of individualized guides would immeasurably improve the quality of the transfer advising process.

The development of the Transfer Curriculum Guide by FIPSE project services was motivated by observations of the current state of transfer advising practices at the community college. The design of the guide went through multiple changes over approximately two years. Changes were made based upon actual usage with students. Originally, the guide was developed to help students see the "big picture" of the transfer process and to help them understand why they would have to complete particular coursework to reach their academic goal.

Copies of the guide are included in the Appendix, but a few features will be described here. In addition to the usual identification information, students indicated if they had attended other colleges or universities. Since some reverse transfers did enter the project, this became important because a transcript evaluation would need to be accounted for on the Transfer Curriculum Guide. If the student has selected a transfer institution, this is recorded, and the student is interviewed about this choice. The student's entry semester was also recorded so other advisors would know which catalog year was being followed in the courses listed on the Transfer Curriculum Guide. If the student had selected a transfer major, that was recorded, and a Kankakee Community College curriculum and curriculum code were assigned for future advising purposes. (Students were usually asked, at this point, how they had selected that transfer major. This was a good practice because few students were knowledgeable about the range of college majors, and few even understood the major they had selected). Any student who had not selected a major was referred to career assessment.

Each student's ASSET scores were recorded, and the recommended math, English or reading course placement was indicated. Students requiring remediation were placed in those courses first, and, even though such courses do not satisfy degree requirements, completing those courses with the highest grades was stressed. Thus, even remediation coursework was indicated on the Transfer Curriculum Guide. Of course, the guide also shows the student which courses will transfer, the transfer institution's equivalent course, and the amount of credit the student will receive at the transfer school. For courses which do not transfer, it is clearly indicated in the "transfer equivalent" area.

The transfer advisor determined, in consultation with the student, whether the student would follow the requirements for a particular A.A., A.S., A.A.S., B.A. or B.S. degree. In this way, the student and advisor could talk about whether it would be to the student's advantage to follow university requirements or community college requirements. While the value of this may not be immediately obvious, it makes perfect sense.

Student retention and success are usually enhanced if the student sets goals beyond the immediate goal. For example, students who intend to go to a university tend to remain in high school and complete graduation requirements. In the same way, community college students who intend to complete a baccalaureate degree are more likely to persist in their community college studies. Students who had selected a major and a transfer university were encouraged

to follow the requirements of the university even if this would not lead to an associate's degree. Students who had not selected a major were focussed upon completing coursework for a general A.A. Course selection in the first semester was usually limited to a writing course, a math course and, perhaps, a reading course or a computer course. Students who had selected a transfer major but not a transfer institution were advised to follow the requirements for a particular A.S. or A.A. degree.

Transfer processes center around the development of articulation agreements. A high quality articulation agreement should result in the smooth transfer of students who qualify for admission to the transfer institution. Smooth or efficient transfer amounts to students receiving the transfer credit they expected to receive based upon academic advising at the community college and finding that they have been properly prepared by their academic coursework at the community college. In other words, an efficient or high quality transfer process results in students who anticipate correctly and receive no surprises about academic expectations at the university to which they transfer.

A related outcome, student academic development (and probably recruitment) must be implemented with the university's requirements or preferences in mind, and these preferences must be made known during articulation processes. For example, a university that desires to recruit more females for science and technology areas needs to make that desire known to the community college. Just as important, the community college must know the likely cutoff areas for transfer into particular majors. For example, the transfer grade point average requirement for chemistry majors may be 2.8 even though the lowest acceptable GPA for general transfer is 2.0. Both transfer advisors and transfer students must be aware of the level of success that the students must achieve in order to make themselves eligible for acceptance into the transfer institution. For its part, the community college must also be forthright about its ability to properly prepare students for transfer in particular areas. For example, transfer of science courses and courses with technical content is always problematic. A community college advisor who insists upon the completion of an A.S. degree before transfer may cause the student to spend more tuition money and more time completing the B. S. degree than if the student had matriculated at the university as a freshman or sophomore. A transfer student in any major should not find that the community college Associate Degree coursework did not satisfy degree requirements at the transfer institution.

An articulation process can start at many points. Articulation agreements often start at the point of assessing course equivalencies for general education requirements for all university graduates. Since most universities require a common set of courses for all eventual graduates, this appears to be a logical place to start all articulations. On the community college side, this appears to be a satisfactory approach for initial advising in the selection of writing courses, especially, those which usually transfer easily to universities; that is, English I or Freshman Composition or Freshman English seem to be approximately the same course at any institution. However, this apparently logical place to start is fraught with the problems of inequivalencies in *academic programs* and, in particular, inequivalencies between the community college's requirements for an A. A. or, as it turns out, the even more difficult to transfer, A. S. degree. Thus, universities such as Tennessee State University (one of our participating HBCU's) opted to examine "the spirit of academic programs" first. In this second approach to articulation, the university examines specific program requirements to determine the degree to which they will satisfy the goals of the university's requirements for a particular academic program. Some examples of such programs would be the Associate in Applied Science degree in Nursing which students often attempt to transfer to a university to complete a Bachelor of Science degree in Nursing (approximately 90% of KCC's Registered Nursing students transfer to a university after graduation with the A.A.S.). While this may seem to be a highly specialized

example, the case of program evaluation at the outset of articulation may be more widely appropriate than realized at first glance.

Even general education requirements differ between universities. A university may require all students to complete a multicultural course in literature which may not be available at the community college and for which substitutions are unacceptable. On the other hand, the university may find that even though its common English literature course is not equivalent to the community college's, that the general logic or spirit to the community college's general education requirements are similar, and, therefore, the course will be accepted as part of an entire core of general education courses.

Background and Origins

The project directly addressed advising processes at the community college. A services director with eight years of university advising and twelve years of university teaching experience was employed to oversee the project services office. Her model of advising (which eventually evolved into the Transfer Advising Process model) differed significantly from that of the transfer coordinator who was also responsible for completing the articulations with the out-of-state universities. As with any other innovation, those persons affected by implementation outcomes should be involved at the outset in developing the criteria for an improved process, designing a solution that meets those criteria, implementing the solution and any contingency or continuous improvement plans, and finally, evaluating the processes and its outcomes. For the most part, some of the key personnel who would be involved in continuing to improve or incorporate the advising/transfer model were reluctant to change the community college status quo of transfer student academic advising.

Another factor to be considered was the project setting. Kankakee Community College is a predominantly white institution, with a predominantly white faculty, staff and student body. A project in which people of color (in our case, African-Americans) are recruited for involvement in the organization will, if it is successful, effect cultural changes that will require adaptation by the organization. Some students were skeptics of having a non-African-American managing the project services office (our person was of Hispanic origin). While the overwhelming majority of students did not express these views, some students were suspicious of the community college's commitment. It is likely that the community college was not aware of the intensity of these attitudes in designing its plans for attracting underrepresented transfer students. While the school continues to try to hire well qualified employees from diverse ethnic and racial backgrounds, it may have been hindered by the perceptions of the underrepresented community of potential students who may feel less at ease at the institution. One of the major efforts of institutional support came from the Division of Adult and Community Education. The director of adult education, Dr. Vada Southern, an African-American, was extremely helpful and supportive of the FIPSE project director. She participated in project events, invited project staff to events in the African-American community and generally networked for the project. She helped organize a Black History Month celebration and participated in planning and implementing another similar event that was organized by the FIPSE project staff. At the same time, FIPSE project staff supported Dr. Southern's efforts to recruit and encourage GED recipients to continue their education at the community college. GED education sites employ a significant number of African-Americans and other minority staff. Over the entire time period of the grant Dr. Southern supported and encouraged the project director's efforts.

Adult and Community Education, a subdivision of Academic Programs, also provides tutoring services and a skills center (developmental courses) at KCC. From the beginning to the end of the project, these staff members worked closely with and supported the education

goals of FIPSE project students. In particular, Robert LeMaire, who teaches developmental math and English helped the FIPSE services director, DeLann Williams, complete a study of the impact of developmental math sequences for the study of algebra and other advanced mathematical coursework.

During the length of the FIPSE project, Dr. Kevin Kennedy, Director of Student Retention Services, worked with the FIPSE services office to identify retention strategies and to help the staff understand the problems of community college students. Last year Dr. Kennedy was reassigned to Academic Programs to direct support for students with special needs and continued to support the project in similar ways in his new responsibilities. The Retention Office was reconfigured in early 1996 with a heightened focus on retention, and FIPSE students have been reassigned to the retention coordinator as we concluded the FIPSE project. The retention approach of continuing the FIPSE project will be best supported by an advising staff who view these processes from a retention perspective. This appears to be a very desirable plan for continuation.

Project Description

The FIPSE project services office operated with five main goals. First, articulation agreements and relationships with the participating universities was foremost. After all, one of the main purposes of the project was articulation. Second, the project services staff viewed recruitment as an ongoing effort directed at interested students from the community college and the local community. Third, a transfer advising process, and fourth a student development component were to be designed and implemented at the community college in conjunction with the HBCU's. Fifth, a plan for involving all participating community colleges was to be developed and implemented during the funding period.

A "project services" director was employed to accomplish the main goals of the grant. Two staff members (an administrative assistant and a transfer coordinator) were directly involved on the project part-time. Funds were applied to paying salaries, purchasing supplies, setting up conferences for participating colleges and universities, recruitment, and the development of library materials that would help the staff develop an understanding of project goals and help the students become more sophisticated about university education.

The transfer process advising model and student development services were designed and offered through a project "services" office at Kankakee Community College. It was primarily the services director, DeLann Williams, who designed and implemented the Transfer Advising Process (TAP) model with input from transfer services, academic advising, testing and the articulation and transfer staffs from the participating HBCU's. This model departed from the (transfer) advising process currently used by community college advisors at KCC. First, virtually all community college students were viewed as potential transfer students regardless of their degree program at the community college or their personal characteristics such as gender, age, marital status, parenting responsibilities, or socioeconomic status. Second, the TAP model directly incorporated assessments and interventions for students' reading, writing and numerical skills ability, students' development of academic success skills and students' relevant personal characteristics. Third, students were encouraged to return to their FIPSE project transfer advisor for future advising and support in order to establish and develop an ongoing relationship with the students. Fourth, each student received individualized transfer advising through a Transfer Curriculum Guide which tracked various stages of the student in the transfer process regardless of the student's current program of study. Fifth, in general, students were not focussed upon completing an associate's degree; rather, they were encouraged to think of themselves as university freshmen or sophomores completing the requirements for a bachelor's degree. This focus on developing self-reliance in students was deemed important

for enhancing not only academic success at the community college but at the university where this approach is normative. Finally, students were trained to self advise using HBCU transfer materials which were stored and available in an easily accessible location near the project advisor's office. In sum, each aspect of the Transfer Advising Process model took a new perspective on the development of transfer students and the role of the transfer advisor.

Fisk University agreed to transfer the A.A. degree from all the participating community colleges (64 credits); however, Fisk also promised to complete a transcript evaluation for transferring students and indicated that some of their core requirements could not be satisfied by coursework offered at the community colleges. For example, Kankakee Community College does not offer a course in African-American Literature or African History, and such course work is necessary for the completion of general education requirements at Fisk. This outcome suggested that such courses should be considered for being offered at the community college if students are to be encouraged to complete associate degrees before transfer. Alternatively, we considered the possibility that students may benefit from taking such course work at Fisk instead of the community college. In the end, continued dialogue between Fisk University and the community colleges will help academic advisors properly counsel students about course selection and academic goals if the student intends to transfer to that university.

Both the University of Arkansas at Pine Bluff and Lincoln University of Missouri completed course equivalency evaluations and determined a satisfactory set of community college coursework to meet the general education requirements of freshmen and sophomores. This is a satisfactory approach to articulation in that students are given clear instructions about course equivalence or acceptability before they transfer. While the University of Arkansas at Pine Bluff mainly focussed its articulation efforts on assessment of course equivalence in the general education program, Lincoln University pushed a little further by examining KCC's transfer *and* career-oriented degree programs. Through these evaluations, Lincoln University was able to determine that certain KCC career degrees (Associate in Applied Science) would transfer, even if in part.

Tennessee State University took a rather different approach to the articulation goal. First, they defined their philosophy of the articulation process. Three criteria were established for the general purpose of providing students with clear direction about the articulation and transfer process:

(1) Students must be informed and must understand what is being asked of them by cooperating transfer institutions. [This is a co-responsibility of the university and the community college]

(2) Students should be fully informed and should understand how their community college credits will be evaluated by the university.

(3) Students should be fully informed and should understand the importance of planning for entry to a university degree program well before they transfer to the university.

In sum, TSU's approach takes responsibility for proper transfer processes and enjoins the community college to support this principle in its advising practices with students.

Of course, starting an articulation process with a set of criteria for a proper process suggests that these goals have not always been met in the past. Anyone who has been involved in articulation and transfer processes (especially a student) knows that many transfer agreements fall far short of considering the involvement and understanding of students. Problems, however, are the subject of the next section, and these issues will be further discussed there. At this point, it would be sufficient to say that the TSU articulation approach proved to be one of the most involving and interactive of the articulation approaches, for not only must the university meet the stated criteria, but the community college must adopt and

enact the proper education of the transfer student about the transfer process itself. This insight on articulation is certainly a positive, unexpected byproduct which should further advance our knowledge and effectiveness as we continue our refinements in inter-institutional articulation.

At the time of this report, Wilberforce University, which had only participated in the last seven months of the project, had completed the first stage of its evaluation of Kankakee Community College's general education requirements. Their approach appears to follow the same guidelines as that of the University of Arkansas at Pine Bluff.

It should be pointed out that a value judgment is not being leveled at any of the universities or at the community colleges in terms of approaches to articulation, at this point. In the end, all of the articulation processes will have to be judged in terms of the transfer experiences of students who actually utilize these agreements and embark upon the avenues paved by these transfer agreements.

Transfer itself was a second area of focus in the grant objectives. Relationships among the universities and the community colleges needed to be developed. To that end, various conferences were held each year to help the staffs of the participating institutions become familiar with one another, to become familiar with each others' organizations and preferences, and to work together to solve problems cooperatively. The project services director made two site visits to four of the HBCU's. The only institution not visited by community college personnel was Wilberforce, the last institution folded into the project. A Wilberforce visit was planned but not completed as time was shrinking at the end of our project. The first visit was to establish face-to-face contact with university personnel directly involved in articulation and recruitment and to gain a clearer understanding of the campuses. The latter was deemed important in helping students select a campus that would provide a proper academic fit as well as a personal fit for the student. Kankakee Community College's transfer coordinator and Vice President for Academic Programs, and Prairie State College's coordinators from minority affairs, academic advising and financial aid visited four campuses to confer with their counterparts at the universities. The Vice President for Student and Workforce Services, Rick Manuel, also visited Fisk and Tennessee State for purposes of dialogue and articulation. While much of the information could have been gleaned through mailings of transfer publications, these site visits helped community college staff and faculty to comprehend the differences between universities and their preferences for processes (such as financial aid) which occur on every campus. In this way, community college staff could use this information to properly inform students about what lies ahead in the transfer application process and in transfer itself.

For community college tutors and students who participated in these site visits, this served as an invaluable opportunity to understand each campus, the differences between universities, and the nature of the university academic environment. At each university, faculty members were involved in providing specific information about their programs and the goals of university education. Tutors, for perhaps the first time (since these tutors had not earned bachelor's degrees themselves), were able to talk with faculty about courses for which they were providing tutoring at the community college. They also had an opportunity to see these same services as the universities provide them. For their part, students gained a clearer understanding of the academic environment at universities. Faculty and staff often spoke directly to the students about their expectations for students in university courses. For those of us who graduated from universities, this information served as a reminder about the environment of university education. For students, it may be said that hearing it directly from the professor may be far more valuable and, perhaps, credible, than hearing it from an academic advisor at a remote community college. Thus, as the actual transfer of students was a goal in the project, facilitating that goal was furthered by the site visits. It was, in fact, on these visits that many students made their final decision about the school to which they would attempt to transfer. Nevertheless only four students were offered opportunities to transfer by

the fall of 1996. Fisk University offered two Kankakee Community College students admission. Neither student accepted these offers for personal rather than academic reasons. The other students decided to enroll at universities that were not involved in the project; one student will enroll at Bethune-Cookman and the other at Lemoyne College. Of those four students, two applied to transfer after completing less than 40 credits, one completed an A.A. in Business, and the other completed an A.A. in liberal arts.

Students did not apply to transfer in large numbers for a variety of reasons. For the most part, students desired to complete as many transferable course credits as possible at the community college. With a $38 per credit hour tuition rate at Kankakee Community College, these students will realize an enormous cost savings for a baccalaureate degree if they are able to transfer the maximum number of credits toward their degrees. Still, students attending the community college on a full-time basis of 12 - 16 credits per semester (or with some summer courses) are normally able to complete an A.A. or A.S. degree in two years. For the preponderance of students this level of enrollment would have been difficult to attain, and this is especially true for students who do not live with their parents, who are parents themselves, or who are ineligible for financial aid.

For students under 25-years-old, parental support would go a long way toward helping those students reach their educational goals more quickly. If their parents do not participate in funding the student's education (and many of them do not for lack of desire or lack of income), then the student has two options for meeting the costs of a college education. The students may opt to take out educational loans or get jobs and pay tuition costs themselves. Most students were not encouraged to borrow money to attend community college, nor did they desire to do so. Instead, many students worked full-time or part-time jobs. These jobs are actually necessary for those students who support themselves after graduating from high school. Students working 30 - 40 (or more) hours per week are not advised to enroll in full-time course loads.

Some students also support one or more dependents and may live alone or with their parents. Divorced or never married single-mothers (whether they received public assistance or not) were employed at least eight to twenty hours per week, and most were employed full-time if they had more than one child. These students have personal demands on their lives that do not facilitate full-time course loads.

Exceptions did exist. One student, at 30, had three children under 7-years-old, was married, worked 20 hours each week at a physically demanding job, and regularly enrolled in 12 or more credits. Her grades suffered during her sophomore year, but this student was enrolled in a pre-engineering curriculum, and her grade point average after three semesters of calculus, chemistry and physics was 2.8 (on a 4-point scale). She also received a variety of scholarships and financial aid at KCC. Project services staff spent a great deal of time assisting this student in developing time management skills and finding scholarship opportunities for which she could apply. In sum, one other reason students did not transfer in large numbers was related to the need to work for tuition money and/or living expenses.

Another significant reason most students did not transfer in two years was the amount of developmental or remedial coursework required at the community college. All students are required to take ASSET (the community college equivalent of the ACT) before enrolling in math or English courses. Project staff required students to take ASSET before the student was accepted for advising. More than half of the students were required to take at least 12 credit hours (one semester) of remediation. Only a few students were required to take a full year (at least 24 credits) of remediation. This amounted to delaying enrollment in transfer level course work by one or two semesters, and for students who were unable to enroll on a full-time basis, this meant that the student was still taking at least some remediation in the second year of the project.

Additionally, some students failed, withdrew or repeated courses during the project period. Any student who received less than a "C" in an English or math course was required to repeat the course (and sometimes take additional remediation) before enrolling in the next course in the sequence. For example, if a student received a "D" in MATH 1414 Basic Algebra, that student would have been required to repeat the course before enrolling in MATH 1424 Intermediate Algebra. (Neither of these courses are at the transfer level. Students must reach MATH 1713 Finite Mathematics or MATH 1813 College Algebra to enroll in a transferable math course.) Students do poorly in courses for a variety of reasons, but some students readily admit that they have been placed over their heads. In this case, the student is counseled to take either MATH 0993 Preparation for College Math II (3 credits) or MATH 0961 Introduction to Algebra (1 credit) before repeating Basic Algebra. This setback can cost the student three semesters, and some students paid that price.

In sum, it was found that low rates of transfer after two years were partly attributable to requirements for developmental coursework or poor academic performance requiring additional remediation or course repetition. Even so, some students became impatient and attempted to transfer before completing even 30 hours of coursework, and one student accomplished that during the project period although he was not advised to do so by project services advisors.

Student development was another primary goal of the project. While many students attend a community college because they wish to save money or do not feel ready to leave home, many come to the community college because admission is open to any student with a high school diploma (or its equivalent) regardless of college preparation during high school. In fact, for many GED recipients, the community college is viewed as their only option for postsecondary education (although this is, of course, not true). Therefore, it was necessary to provide support to students who showed some promise for success in college and for some who did not.

It was during these advising sessions that the Transfer Advising Process (TAP) model began to take form. While the staff wished to encourage any motivated student by putting forward the transfer goal in a positive way, it was also understood that these students needed to view their progress in completing developmental courses as important tasks in accomplishing the major objective. It was decided that all coursework would appear on the student's Transfer Curriculum Guide and that transferability would also be indicated. Normally, transfer guides do not include this information, and it was believed that the student would better perceive having made progress if that coursework was recorded on the transfer sheet. This also helped students understand the amount of coursework that would have to be completed before transfer level courses could be taken. In the end, this helped students understand not only the curriculum they would need to follow at the community college, but it also helped them understand the level of academic achievement they would have to reach by the end of their sophomore year of college. In other words, the Transfer Curriculum Guide provided a map for the journey to completing a bachelor's degree. The TAP approach was to develop an understanding of the individual student's entry characteristics and to treat them respectfully. In the end, this proved to be helpful in student retention.

While students in this program were, on the average, no more academically advantaged or disadvantaged than other students at the college, they did have the project advisors supporting their efforts. Students were applauded for high grades regardless of the level of coursework. Students with low grades were supported and encouraged to learn from their experiences and apply this knowledge in another semester. While students did drop out of the community college, many who would have been predicted to drop out, did not, and others gathered their resources and returned to school after a semester or more.

On the other hand, there were some students we did not wish to retain in the project. These students were in school for the wrong reasons. They were not motivated, or, sadly, we were not able to develop their academic skills to the point that the student could perform well in transfer-level coursework. Some were wasting their financial aid, their parents' money, or their own. In each case, students were counseled in ways that were appropriate to their circumstances, and, in every case, students were counseled to inform them about their options and the consequences for taking different paths. The normal approach was to assess their level of interest in attending college and to ascertain what other factors may have contributed. If there was a way to keep a student enrolled for at least one course at one credit, that was encouraged. It was believed that once the student left college, it would be difficult and unlikely for the student to return. Students were encouraged to investigate other programs even if these were not likely to transfer. Finally, some students were encouraged to drop out, find a job, and contact us if they wished to return. Some students did not return, and they sometimes enrolled at other Illinois colleges. Others returned after up to two years saying that they were finally ready to go to college. Student retention during this project was high but mainly from the perspective that students were never viewed as gone, even if they disappeared from our campus for a few semesters. Students often returned to school with an improved attitude toward the value of a college education.

Evaluation/Project Results

The first annual report on the FIPSE project focused on the impact on the college of recruiting additional minority transfer students. When this began, the project reviewed enrollment data from several previous years to identify an appropriate comparison group for the FIPSE participants. Given the project's enrollment target of 75 students, we wanted approximately 75 comparable non-participants. We were only able to meet this goal by combining entering minority transfer students from the four previous academic years. We were quite skeptical of the possibility of enrolling four times as many students as we had been normally.

We, therefore, were surprised to learn that by the fall of 1994, 73 students had been accepted into the program. It was later determined that not all of them were able to enroll during that term, but the 41 whose enrollment was verified at the beginning of that term still meant that we were serving, in addition to the usual twenty minority transfer enrollees, a FIPSE contingent twice that size. An increase that dramatic had to have consequences beyond those intended for the participants. Delann Williams, the project services director, also discusses her discovery that successful preparation for transfer did not necessarily depend upon enrollment in a transfer curriculum, so the comparison group may not fully represent the universe of minority students who intend to transfer. Be that as it may, the project appears to have generated a significant interest in pursuing an educational possibility that encouraged enrollments which would not otherwise have occurred. The fact that seeking new enrollments in subsequent years was not stressed, and that additional participants were largely added to the program from students already seeking to enroll or enrolled at the college appears to have returned our attractiveness to minority students to its previous level. It would appear that the kind of opportunity that the FIPSE project provided was one that deserves strong consideration in the college's continuing efforts to attract a diverse student body.

Table 1

Fall Transfer Enrollment History (Entering Students)							
	Non-Minority		Minority		FIPSE		
	No.	%	No.	%	No.	%	Total No.
Fall 1996	189	90%	21	10%	----------		210
Fall 1995	221	92%	20	8%	----------		241
Fall 1994	188	76%	20	8%	41	16%	249
Fall 1993	227	90%	24*	10%	----------		251
Fall 1992	204	91%	20*	9%	----------		224
Fall 1991	198	91%	20*	9%	----------		218
Fall 1990	211	96%	10*	4%	----------		221

*Comparison Group

The original proposal for this project specified the internal evaluator would follow the progress of the program throughout its life, prepare annual reports, and provide an analysis of the program's success based, in part, on appropriate comparisons with selected other students. It anticipated that appropriate measures of success would involve "the graduation rate at the community college, the graduation rate at the senior institution, the ease of transfer of the [program] group, as well as grade point average comparison studies."

A staff change after only six months after the start of the project during the first year and the reality of the program period covering only 3 years moved observation of some of these outcomes beyond our reach. None of the initial program participants have had time to graduate from the senior institutions. Only those initial program participants who were able to complete an associate degree in the minimum time possible could have graduated from the community college. Consequently only a few participants have transferred to senior institutions. As a result, the comparisons that have been possible involve:

1) The program's success in enrolling the targeted population.

2) The program participants' persistence.

3) The program participants' academic success.

The quantitative analysis focuses on these three key concerns. A final section will address continuing participants' perceptions of how the program affected them.

The comparison group was defined in the first annual report as consisting of all minority students who expressed a transfer intent who first enrolled during one of the four years preceding the inception of the FIPSE project. It appeared that this would provide a sample numbering about 75 which was the enrollment goal for the first project year. I considered comparing the FIPSE group to all transfer enrollees who began their coursework during the fall 1994 semester, but decided to limit analysis to comparisons of the first two groups.

The overall patterns of persistence and academic success are summarized in Figure 1.

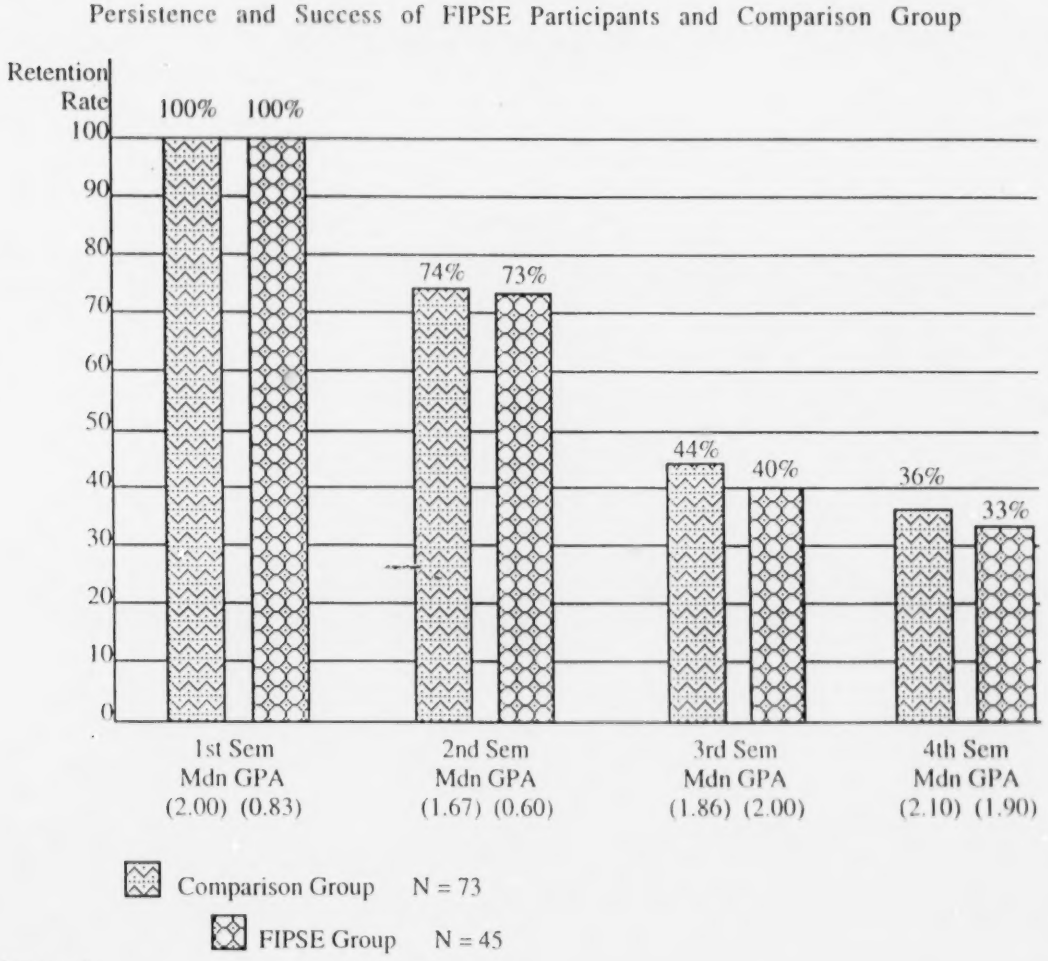

Figure 1

Over the four years preceding the FIPSE program, a total of 73 first-time, full-time minority students with transfer intent enrolled during the fall semester. They earned a median G.P.A. during that semester of 2.00.

Fifty-four of the 73 enrolled in the following spring semester. This produces a retention rate from fall to spring of 74%. Their median G.P.A. for the spring term was 1.67.

Thirty-two of the 73 enrolled for the fall semester following their initial enrollment. This produces a fall-to-fall retention rate of 44%. Their median G.P.A. for that fall term was 1.86.

Twenty-six of 73 enrolled for the second spring semester following their initial enrollment. This produces a fourth semester retention rate of 36%.

Forty-five FIPSE participants enrolled in courses during the 1994 fall semester. Their median G.P.A. was 0.83.

Thirty-three of the 45 enrolled in spring classes. This produces a 73% retention rate from fall to spring. Their median G.P.A. for the spring term was 0.60.

Eighteen of the 45 enrolled in classes for the 1995 fall semester. This produces a fall-to-fall retention rate of 40%. Their median G.P.A. for that fall term was 2.00.

Fifteen of the 45 enrolled in classes for the 1996 spring semester. This produces a fourth semester retention rate of 33%. Their median G.P.A. for that spring term was 1.90.

Seven of the 45 have enrolled in classes for the 1996 fall semester. This means that 16% of the initial group are still actively seeking to complete associate degree requirements at Kankakee Community College. Clearly the persistence levels of FIPSE participants nearly equal those of the comparison group.

As I observed in my 1995 study, this level of persistence was achieved despite average first year academic performance levels a full grade point lower than the comparison group. In the second year this performance gap has basically disappeared.

In order to pursue some explanation for this pattern, I examined the academic records of all those students in both groups who were enrolled in the fourth semester after entry.

I examined ASSET score records of students who persisted through four semesters in hopes of finding some data which would indicate whether FIPSE participants were as prepared for college-level work as were students in the comparison group. To gain a single measure for comparison, I summed each student's scores on the 3 scales. From previous experience with ASSET, I anticipate that students need to average 40 points on each scale to demonstrate college-level reading, writing, and numerical skills. Six students in each group presented combined ASSET scores lower than 110 points. They would be expected to encounter academic difficulties. Four of the 15 FIPSE participants and fourteen of the 26 comparison group students presented combined ASSET scores between 110 and 129. They should have sufficient skills to be successful in college-level classes. Five of each group presented ASSET scores of at least 130. They should be well-prepared to succeed with college-level classes.

In sum, the FIPSE participants were 17% more likely to have academic skill levels which would lead us to expect that they should experience some difficulty with college-level classes.

I then examined these students' transcripts for evidence of any patterns of academic difficulty. The transcript data are summarized in Appendix 13 and 14.

My first effort to uncover why FIPSE participants had remained enrolled despite earning such low G.P.A.s during their first year of enrollment led to the comparisons in Table 2. The data show that a majority of the students in both groups had completed less than two semesters of transfer level coursework during their two years of enrollment. (C.G. = 61%, FIPSE = 54%) If we consider college credit coursework, we find that a majority of both groups had completed less than the equivalent of three semesters of coursework during their two years of enrollment. These low levels of successful completion were achieved despite the fact that most

of the students in both groups had enrolled in the equivalent of at least three semesters of coursework. (C.G. = 66%, FIPSE = 87%) In general, the comparison group and the FIPSE participants appear to have had rather similar experiences as far as successfully completing courses. The FIPSE students do appear to have enrolled in slightly heavier course loads during their two years. This result is consistent with the project services director's goal of encouraging the participants to regard education as their full-time commitment. But it simply confirms that the FIPSE participants had enrolled in more coursework while earning college credit for no more.

Table 2

Percent of Students Completing Specified Semester Equivalents after Two Years at KCC						
	All Courses		College Credit		Transfer Credit	
	Comparison Group	FIPSE Group	Comparison Group	FIPSE Group	Comparison Group	FIPSE Group
4 semesters	31%	47%	12%	7%	8%	7%
3 semesters	35%	40%	19%	33%	12%	7%
2 semesters	19%	13%	31%	20%	19%	33%
1 semester	12%	----------	19%	20%	38%	27%
<1 semester	4%	----------	19%	20%	23%	27%

I, therefore, examined the patterns of repeated coursework, enrollment in courses which do not confer college credit, failing grades, and withdrawals.

Table 3

Percent of Students not Receiving College Credit for Courses in which They Enrolled by Reason for not Receiving Credit								
	Repeated Course		Non-College Credit		Failed		Withdrew	
	C.G.	F.P	C.G.	F.P.	C.G.	F.P.	C.G.	F.P.
0-6 Hours	77%	60%	81%	53%	69%	67%	81%	60%
7-18 Hours	23%	40%	19%	46%	31%	33%	19%	40%

Both groups had about the same percentage of students who had accumulated 7-18 hours of failed courses during their two years of enrollment (C.G. = 31%, F.P. = 33%). The FIPSE participants were, however, more likely to have repeated 7-18 hours of coursework to remove a failing grade (C.G. = 23%, F.P. = 40%). Additionally FIPSE participants were more likely to have withdrawn from 7-18 hours of coursework. (C.G. = 19%, F.P. = 40%) The greatest difference between the two groups is clearly the FIPSE participants greater likelihood of having taken 7-18 hours of non-college credit coursework. (C.G. = 19%, F.P. = 47%) This result seems consistent with the somewhat lower ASSET score levels presented by the FIPSE participants. They would have needed to remediate the skill deficiencies involved before they

could progress to college credit classes. Without the encouragement of the FIPSE advisement process they might well have been tempted to "give up."

Further examination of the data on which Table 3 is based make the extent of their need for encouragement even more apparent. Three of the fifteen students had generated thirteen or more hours in 2 or more of the four categories of enrolled hours which generate no college credit. Eight of the fifteen had at least 13 hours in one or more of the four. In contrast, only 5 of the 26 comparison group students had accumulated high numbers of hours in even one of the four categories which generate no college credit. Even more impressively, none of them had problems in multiple areas. I can only conclude that the FIPSE participants brought fewer skills and experienced more difficulties than did students in our comparison group. That they persevered in a program that offered no special financial incentives is amazing. It seems clear that the program's provision of a meaningful long-term goal, transfer to one of the HBCUs, its development of the articulation agreements to delineate the steps needed to attain that goal, and the personalized advisement relationship to provide the encouragement to keep trying when progress was not immediate were the key to its effects.

Since our project had multiple objectives, our summary conclusions about what was learned varies with each of the objectives. With regard to articulation, we administrators have learned that interstate articulation is hindered by distance and perspective as well as myopia, but with persistence it was achieved and with fertile results. This activity has created new opportunities for our students and further educated we educators. Second and thirdly in regard to transfer advising of underrepresented groups of students, we have learned that there is greater potential for enrollments than had been previously anticipated but that their need for transfer advisement assistance and developmental assistance (fourth) is significant, and more time and effort must be invested by the colleges and the students to achieve satisfaction. The fifth goal was to cultivate collaboration among community colleges, and we learned that this is often more difficult than the collaboration with the HBCU's because of less definitive incentives and benefits for the community college's efforts. Continuation of our project is certainly within our interests and intentions. The articulation documents are a very valuable product of our project, and their maintenance is well within our best interests. We have also been pleased to learn that there is good potential within our community for students to embrace our model for transfer which encouraged us to continue to promote this educational avenue. Dissemination is also within our interests, but our intentions are to repair those aspects which contain flaws and to polish those aspects which proved effective. As it occurs with all life's enterprises, so much depends on the people who carry the banner for a cause, and we have had some key individuals move on after our project, and we are now in a stage of replacing staff to maintain and further develop our objectives. Because of our successes we believe we have the resources and the processes in place to extend this initiative well beyond our original FIPSE plan.

Summary and Conclusions

As a general summary beyond what has been delineated in the previous sections of this report, it can be said that the articulation aspect was extremely successful as we have complete documents, and, even better, we have continuing relationships with the targeted HBCU's. We hope for decades of strengthened relationships. We have also demonstrated the fertile interest within the state of Illinois among students for this opportunity. We have also determined what those intricate barriers characteristic of interstate transfers are and have devised strategies to address them. In the area of development we have encountered a frustrating reality of developmental concerns for our targeted population. We understand the circumstance and have systems and strategies to respond. Our only disappointment is for the extent of the need which

ultimately impedes the desired speed of progress. Lastly we recognize that cohesion of interest among our community college partners needs to be cultivated and nurtured through greater insights and commitments which must, most likely, be accelerated by our presidents.

For those who may desire to explore their interest in similar initiatives, it is beneficial to understand that time, and lots of it, are necessary to accomplish a satisfactory model. We believe that setting out to accomplish as many as five goals is also truly ambitious without a comprehensive and diversified approach. We learned that more time and investment within our own organization needed to be committed before launching efforts externally. We attempted these simultaneously which was overly ambitious though our results are quite laudable nevertheless.

Appendices

Information for FIPSE

In regard to the forms of assistance which were helpful from FIPSE, we can say that our project consultant, Charles Storey was quite valuable and supportive. Mr. Storey asked questions, posed challenges and helped keep us on course and in focus from the drafting of our initial proposal to the post-project review. Mr. Storey maintained communication throughout our project and attended our programs held on our campus. Mr. Storey also arranged for Mr. Manuel to make a presentation on our project at the annual FIPSE conference in Washington in 1995. In regard to the conference we also found it to be extremely stimulating and informative. I would recommend the conference to those who aspire to write FIPSE proposals to acquire insights and perspectives prior to submitting proposals. The annual conference also fosters accountability within FIPSE project staff while also providing an activity of reinforcement for us relative to general management of our project as well as for the pursuit of new knowledge.

Relative to FIPSE's future considerations of proposals similar to ours, we would encourage and applaud efforts which foster interstate, interinstitutional articulation which encourages student transfer options. Institutions of higher education have a strong tendency toward articulating only within the same state. This limits the horizons for students.

Community colleges are also too frequently outside the activity of experimental or venture projects, and we believe FIPSE should encourage and assure more community college involvement in these enterprises. Community college students are truly underexposed to opportunities beyond traditional and limited horizons, and initiatives should be made to assure broader and more diverse alternatives are allowed for this population. Secondly, community colleges need to be force fed into the issues and concerns of all of higher education, and these institutions too often limit their own potential because of their own limiting institutional self concept.

In closing, we would like to make what we would consider a most important recommendation. An institution which is selected for a FIPSE project should be given some level of priority for a second project. Having participated once in a FIPSE project provides invaluable experience and insight to the effective accomplishment of a project, and it is a waste to not be able to have a second opportunity within a reasonable time to utilize what has been learned from the first experience. We understand that the competition is open every year and that it is not good to have the same institutions continually selected for projects, but having an improved priority once a decade or with some other preference criteria would likely encourage richer projects in terms of quality while also producing improved implementation as a result of previous grant management experience.

Kankakee Community College is a better institution as a result of having participated

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in this project. We believe our student body has greatly benefitted from this opportunity. We further believe that those institutions who collaborated with us are also enriched. We believe that knowledge and higher education has been broadened. Kankakee Community College expresses its gratitude for the opportunity and experience.

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APPENDIX ITEM 1

KCC

FIPSE GRANT

Summary Conference

~~Innovations in PostSecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities~~

Participating Colleges & Universities

Kankakee Community College
Malcolm X College
Prairie State College
University of Arkansas at Pine Bluff
Fisk University
Lincoln University
Tennessee State University
Wilberforce University

THURSDAY, JULY 18, 1996

▸Morning Agenda

8:15 *Welcome*
DeLann Williams, Director of FIPSE Services

8:30 - 10:00 *Session 1 Articulation Pairs*

Wilberforce University
Kankakee Community College

Lincoln University
Malcolm X College

Tennessee State University
Prairie State College

University of Arkansas at Pine Bluff
KCC Academic Programs & FIPSE Services Staff

10:15 - 11:45 *Session 2 Articulation Pairs*

University of Arkansas at Pine Bluff
Malcolm X College

Wilberforce University
Prairie State College

Lincoln University
KCC Academic Programs & FIPSE Services Staff

12:00 - 1:30 *Lunch*
Speaker: Dr. Robert Boone
Vice President for Academic Programs
Tennessee State University

▸Afternoon Agenda

1:45 - 3:15 *Session 3 Articulation Pairs*

Tennessee State University
Malcolm X College

University of Arkansas at Pine Bluff
Prairie State College

3:30 - 5:00 *Session 4 Articulation Pairs*

Wilberforce University
Malcolm X College

Lincoln University
Prairie State College

Tennessee State University
KCC/FIPSE Staff

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FRIDAY, JULY 19, 1996

8:00 - 9:30 *Session 5 Articulation*

Fisk University with Transfer/Articulation Staffs from:

Kankakee Community College
Malcolm X College
Prairie State College

"Transferring the Associate in Arts/Science Degree"

Anthony Jones, Fisk University
Lisa Hendrickson, Kankakee Community College
Kathy Nevels, Malcolm X College
Michaeline Rehnke, Prairie State College
DeLann Williams, FIPSE Services

TRANSFER SERVICES, ACADEMIC PROGRAMS AND ADVISING AND UNIVERSITY RECRUITMENT

10:00 - 1:00 *Summary Sessions for all HBCU's and Illinois Community Colleges*

▸Articulation Between Illinois Community Colleges & Out-of-State Universities

Kathy Nevels, Director Transfer Services & Enrollment
Malcolm X College

▸Recruitment and Retention

Facilitator: Bob Fitzpatrick, Coordinator of Retention, KCC

KCC FIPSE Services
HBCU Recruitment Representatives
Community College Recruitment/Retention Representatives

▸Academic Preparation

Facilitator: DeLann Williams, Director of FIPSE Services, KCC

University and Community College Academic Programs, Advisement, Recruitment Staff

▸Closing Remarks and Fund Disbursement

Rick Manuel - FIPSE Project Director
and Vice President for Student & Workforce Services - Kankakee Community College

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Notes

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Kankakee Community College

APPENDIX ITEM 2

Minority Retention Conference

Recruitment, Retention and Academic Development of Underrepresented Students in Transfer Curricula

Participating Illinois Community Colleges

Kankakee Community College

Malcolm X Community College

Prairie State College

Supported by a grant from the Fund for the Improvement of PostSecondary Education

MINORITY RETENTION CONFERENCE

Morning Agenda

9:00 **Welcome and Explanation of the Agenda**

Del Williams, conference moderator
Director of FIPSE Services, KCC

9:15 **Defining Retention and Attrition**

Dropping out vs. stopping out
Non-degree educational goals
Degree completion
Career investigation
Retention in specific academic programs
Institution wide retention

11:00 **The Process of Retaining Students**

Recruitment:
How does the student perceive the college?
The importance of the first contact.

Orientation:
What comprehensive orientation processes are available for new students?
How do we know that orientation is effective for retention goals?

Contact the College Faculty & Staff
In what ways do we communicate that the student is valued by the college?
What assessment devices are used to explore student dissatisfaction with services and the environment?
How is this information used to make improvements?

Afternoon Agenda

12:30 **Discussion continues during lunch**

1:30 **"Traditional Educational Difficulties Faced by Ethnic Minority Students at Predominantly White Institutions of Higher Learning"**

Jorge Nieves, Prairie State College, Chicago Heights, IL

A moderated discussion follows the presentation.

until 3:00 **Prescriptions for Student Success**

MXCC's Bachelor Bound Society

FIPSE Services Tracking/Advising Model

Supported by a grant from the
Fund for the Improvement of PostSecondary Eudcation
U.S. Department of Education

to

Kankakee Community College

APPENDIX ITEM 3

Transfer Issues Conference

Transferring Community College Students to Historically Black Universities

August 9, 1995

Kankakee, Illinois

participating Illinois community colleges

Kankakee Community College

Malcolm X Community College

Prairie State College

supported by a grant from the Fund for the Improvement of PostSecondary Education

FIPSE/KCC/MXCC/PSC Transfer Issues Conference 1995

Morning Agenda

9:30 Coffee and Juice

10 Welcome

Del Williams, Director of FIPSE Services, KCC

Selection of the Fifth HBCU for FIPSE Grant Participation:

Clark Atlanta University presented by Kathi Holley (MXCC)

Jackson State University presented by Phyllis Simington (KCC)

Presenters will share information about Clark Atlanta and Jackson State. All other participants in this conference are invited to ask questions, contribute information and perspectives, and enter into the decision-making process.

11 Transfer Processes: Articulation with Out-of-State Institutions

Representatives from each community college will describe the process by which their institution establishes articulation agreements with out-of-state institutions or their need to establish a reliable process.

Lisa Hendrickson	Kankakee Community College
Kathi Holley	Malcolm X Community College
Jorge Nieves	Prairie State College

12 Lunch at Mezzaluna

Entrees: Capellini with Tomato Basil Sauce
Fetuccini Alfredo
Includes salad and dessert.

Afternoon Agenda

1 Recruitment: Recruiting Strategies for HBCU's

Nancy Schunke, Kankakee Community College
Rick Braun will discuss UPWARD BOUND
Vada Southern, Director of Adult Education (incl. GED)

How are transfer agreements marketed to the community?
How are potential students identified?
What types of recruitment strategies have we developed for underrepresented students?
What (or Are) special approaches necessary for recruiting students to attend Out-of-State HBCU's?

2 Financial Aid and Students Attending HBCU's

Al Widhalm, Director of Financial Aid, KCC

What happens when a student changes majors?
How does financial aid change for out-of-state students?
What other resources are available for out-of-state transfers?

2:30 Coffee/Pop Break

2:45 Transfer Processes: How Do We Use Transfer Agreements?

Academic Advising: Student, Faculty, Advisor Materials

Jim Grimes, Coordinator of Academic Advisement, KCC

What objectives do we have for different users of academic advising materials?

Development of Transfer Materials

Lisa Hendrickson, Coordinator of Transfer Services, KCC
Kathi Holley, Director of Transfer Services, MXCC

What kinds of materials do we develop and distribute to faculty, staff and students?
What objectives do we have for their development and distribution?

4 Conclusion

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U. S. Department of Education

to
Kankakee Community College

Spring 1995

FIPSE NEWS

Fund for Improving PostSecondary Education

Upcoming events

Come one, come all to **Transfer Day.** This event is April 19 in the KCC Atrium from 10:30 a.m. to 1 p.m. For further details, call 933-0231. Keep in mind that FIPSE college recruiters will be there.

Enjoy **Spring Break** April 10-14. This is the time to expect the unexpected. Pick up your books and play the game called "prepare for finals" or visit with a FIPSE adviser (April 10-13) for Spring/Fall registration advising.

Wow! It's all boiling down to the **last day of classes,** May 5.

It's almost time for **Finals Week.** Get ready, finals are May 8-11. If you're not ready yet, now is the time to prepare yourself. Get out old notes, outlined textbooks and call up classmates. Whatever you do, be ready.

Registration for Summer courses began [illegible]. Make an appointment now to meet with a FIPSE advisor. For further details contact Elaine Terrell at 933-0327.

Innate ability vs. acquired ability: A student dilemma

"What good is trying. I'm not good at math!" "It wouldn't matter if I put in more time studying English literature. I just can't understand Shakespeare!" "Why go to the writing lab. I'll never learn how to be a good writer!"

Students with these beliefs about their abilities are less likely to make the time and expend the effort necessary to learn the material or skills being presented in their classes. They are less likely to use effective learning strategies and are more likely to give up and abandon learning tasks they find difficult.

"If you do not think that your efforts will make a difference, why try?" seems to be their philosophy.

Many college students view their abilities, or lack of abilities, as innate, fixed characteristics. While many of our abilities and talents are innate, many are not.

Many—and perhaps most—of our abilities develop over time and are heavily influenced by learning and practice.

We are not born knowing how to ride a bicycle, but most of us were able to learn and develop this skill to a greater or lesser degree. To do this we had to believe that we could learn to ride a bicycle. We had to put in the effort necessary for the type of riding we wanted to do.

Notice that the first step was believing we could learn how to ride. What if we did not think we could learn this skill? What if we thought it was innate—you are either born to ride a bicycle, or you are not? In this case, the person would not try to learn how to ride because he/she already "knew" he/she could not do it.

To be successful learners in a college setting, students need to become strategic learners. Strategic learners are able to take significant responsibility for their own learning. Strategic learners can set realistic, yet challenging learning goals. Strategic learners must want to learn.

Effective learning requires the integration of skill and will components.

Source: *Innovation Abstracts,* Volume VII, Number 3

Make appointments now

Remember FIPSE students, we encourage you to make appointments with your FIPSE adviser on a regular basis to keep us informed of your progress and your transfer plans.

If you have not received a customized Curriculum/Transfer Guide, make an appointment with a member of the FIPSE staff before the end of Spring semester.

Meet FIPSE staff in Student Services

DeLann Williams, Director. Appointment hours: Tuesday, 10 a.m. - 12:30 p.m.; Wednesday, 2-4 p.m.; Friday, 1-3 p.m. Evening appointments available.

Phyllis Simington, Assistant Coordinator, Special Grants. Appointment hours: Wednesday and Thursday, 8:30-11:30 a.m. Evening appointments available.

Elaine Terrell, Administrative Assistant. Appointment hours: Monday-Friday, 8:30 a.m. - noon.

Congratulations

Segun Ajayi has been accepted into KCC's Study Abroad program. He will spend one semester studying at Christ Church College in Canterbury, England. Segun will take four courses including World Religions, World Geography, Shakespeare and British Literature.

Philosophy of self-power and power of others in the learning outcomes of students

By M. Ehi Ayewoh

If you tell me something once,
I might not forget.
But, if you tell me again,
I will not forget.

If you show me how to do
something once, I might remember.
But, if you show me how to do it again,
I will remember.

If you actively involve me in
something once, I might understand.
But, if you actively involve and engage
me in it again, I will understand.

If I spend any time studying,
I might succeed in college.
But, if I plan my time wisely to study
and for extracurricular activities,
I will succeed in college.

If I establish my goals for attending
college early in the school year, I might
achieve outstanding academic success.
But, if I establish my goals for attending
college early in the school year, then
sincerely develop and follow specific
objectives based on each course,
plus identify and follow specific action
plans to accomplish my objectives,
I will achieve outstanding academic success.

If I continually blame my failure to
do well in a course on others only,
I will continue to achieve nothing but failure.
But, if I blame my failure to do well in a
course *more* on myself, and then do
something positively to modify my
attitude and actions toward learning,
I will achieve excellence.

If I party "too much" and wait a day before
a quiz/test/or examination to study my
notes/textbook, I might do well.
But, if I take good notes, review them
the same day I took them, perform the
assignments and submit them on time,
I will do well in my course.

If I believe that resource persons such as
tutors and instructors can enhance my
academic success in college,
I might achieve success.
But, if after reviewing my notes
very well, noting specific areas of difficulties,
then adequately utilizing the services of
the appropriate resource person(s),
I will surely achieve success in my courses.

In essence, if I believe that time,
effort, dedication, commitment, trust,
planning and a dose of positive attitude
are important factors needed in
establishing and then maintaining
high academic performance in college
I might achieve superior
academic excellence.

But, if I transform these beliefs in
the keys to academic success to realistic
and meaningful action statements, I will surely
achieve superior academic excellence.

My assignment now is to put the
information presented above into realistic action.
As I embark on this path to a productive
and enjoyable academic and
social experience in college,
may success know and smile on me.

©Ayewoh, M.E., 1994, RIT, Rochester, NY 14623
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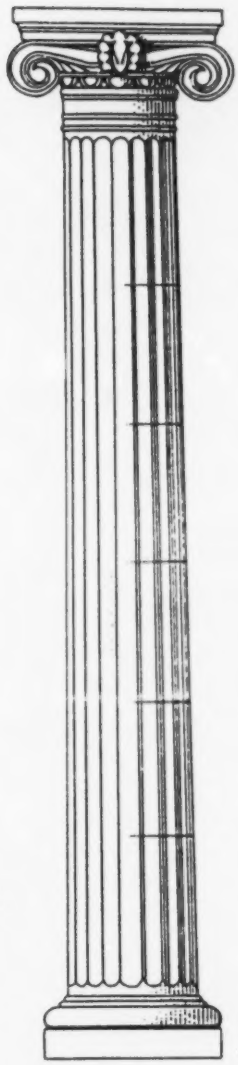

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Spring 1996

FIPSE NEWS

Fund for the Improvement of PostSecondary Education

Transfer Club

KCC's FIPSE Services and Transfer Center are forming a Transfer Student Club.

FIPSE students are urged to participate. We will be sponsoring a fundraiser to help meet Transfer club students' education-related expenses. The first meeting will be at 2 p.m. March 20 in the Cavalier Room.

A few words from the FIPSE director

In the past 22 months, the FIPSE staff has been laying the groundwork for KCC students to transfer to selected Historically Black Colleges and Universities (HBCU's).

Students who intend to transfer in the Fall of 1996 should contact the FIPSE office to discuss application procedures.

First, college tours are being planned at Fisk University, Lincoln University, Tennessee State University, the University of Arkansas at Pine Bluff, and Wilberforce University this spring. Sign up for tours on Transfer Day, March 20. A $50 non-refundable reservation fee is required for each trip.

Second, if you do not use a student planner, we can recommend some options. A transfer planner also is available for defining and clarifying the transfer process. Don't put off reading this excellent organizer.

Finally, I urge you to make an appointment for advising and course selection as soon as possible. Summer and fall registration begins March 25. **Register early** for the best schedule.

DeLann Williams

The benefits of attending KCC

According to *Money Guide's* (1995) "How to Cut Your Costs" there are a number of ways to reduce the cost of completing a bachelor's degree.

One way is to "finish fast."

Students can start taking KCC courses in the summer following high school graduation or enroll before graduation in the credit-in-escrow program.

A motivated student can complete more than 64 credit hours in six continuous semesters at KCC.

Money Guide also suggests that students "Spend the first two years at a community college."

Students can save thousands of dollars in tuition and living costs by attending a community college. Tuition is less than $1.120 per year for a full-time KCC student—less than half the cost of an Illinois university (see table below).

High school guidance counselors report that an increasing number of their academically talented students are taking the community college path to a bachelor's degree.

KCC has transfer agreements, ensuring the transfer of credit, with more than 16 universities including out-of-state Historically Black Colleges and Universities.

KCC transfer advisers can help you plan courses that will transfer to your univeristy and help you complete your degree more quickly and at a lower overall cost.

Did we mention that parking is free and available at KCC?

One-year costs at KCC and six Illinois universities+

Name	Tuition for one year/full-time*	Additional student fees#
KCC	$ 840.00	$ 60.00
SIUC	$1,920.00	$937.80
EIU	$1,968.00	$782.40
WIU	$1,968.00	$734.00
ISU	$2,079.60	$865.00
NIU	$2,152.80	$954.82
UIC	$2,900.00	$948.00

+ based upon rates published in 1995-96

* based on 12 credit hours times two semesters

does not include cost of housing, transportation, books or lab fees

Attention students

All students are encouraged to browse through the bookcase next to the FIPSE office.

It has more than 33 catalogs, applications and other information on Historically Black Colleges and Universities.

Scholarship winner

FIPSE student Debra Lee received a $500 scholarship from Kankakee County Community Services Inc. and an internship at Consumers Illinois Water Co. (sponsored by INROADS Inc.).

Recognition for excellence

The following FIPSE students achieved a semester GPA of 3.0 or higher in Fall 1995:

Segun Ajayi	3.46
Celia Thompson	3.30
Debra Lee	3.08
Shavaun Campbell	3.00
Danielle Riley	3.00
Darnice Shannon	3.00

Financial aid reminders

Your transfer school may have a financial aid deadline.

Do you know what it is? Have you completed your 1995 taxes? You or your parents must complete a federal tax form before you can complete a financial aid application for next year.

Celebrating great figures in black history

Thurgood Marshall, 1909-1993. Associate Justice of the Supreme Court.

In 1967, Thurgood Marshall became the first African-American Supreme Court justice.

Born July 2, 1908 in Baltimore, Maryland, Marshall graduated from Lincoln University in Pennsylvania and later attended Howard University Law School in Washington D.C.

Thurgood Marshall was devoted to the civil rights of all people and was determined to overturn the "Jim Crow" laws which segregated black Americans. He later became chief lawyer for the National Association for the Advancement of Colored People (NAACP), winning 29 of 32 cases he argued.

In 1954, Marshall successfully challenged school segregation in the case of Brown vs. Topeka, Kan. Board of Education. Marshall argued that segregated education was not equal education. The Supreme Court agreed that racial segregation was unconstitutional and overturned the "separate but equal" doctrine that had justified separate facilities and schools for black Americans since 1896.

In 1993, Thurgood Marshall died. He will long be remembered as the man who fought to ensure that "equal justice under the law" would become a reality.

Article excerpted from The Lives and Accomplishments of Famous African-Americans Historical Reference Book. *Huntington, NY: Great Events Publishing, 1996.*

Dates to remember this spring

March 15	Last day to withdraw with a grade of "W"
March 18	Summer and fall class schedule available
March 20	Transfer Day at KCC
March 25	Summer registration and fall pre-registration begins
April 5	Spring vacation—campus closed
April 5-12	Spring break for faculty and students
May 3	Spring classes end
May 6-9	Final exams
May 11	Graduation

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KANKAKEE COMMUNITY COLLEGE *FIPSE*

River Road, P.O. Box 888, Kankakee, Illinois 60901-0888

WHAT IS THE *FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION*?

Operating under the United States Department of Education, the Fund for the Improvement of PostSecondary Education (FIPSE) provides financial support for the development of new programs in higher education. Kankakee Community College is offering a unique educational opportunity supported by a grant from FIPSE.

WHAT IS OFFERED THROUGH *THE FIPSE PROGRAM AT KCC*?

The FIPSE program was developed to assist students in successfully earning a bachelor of arts or a bachelor of science degree. The program helps students complete two years of college at KCC and two years at a participating university. FIPSE participants may expect enhanced academic assistance including career assessment, tutoring, customized curriculum monitoring, and college preparation seminars and training. Students will receive individual academic advising to assure that courses completed at KCC are accepted at the transfer school. The FIPSE staff will also help students complete financial aid and college admissions applications. THE FIPSE program is designed to be especially supportive to students who are underrepresented in higher education including individuals from families with little or no history of college attendance.

WHAT ARE THE REQUIREMENTS FOR *APPLICATION TO THE FIPSE PROGRAM*?

Applicants should be interested in earning a bachelor's degree and transferring from Kankakee Community College to one of the participating universities. The participating schools are excellent academic institutions and offer a variety of academic programs. Students interested in completing a college degree at **Fisk University** (Nashville,TN), **Lincoln University** (Jefferson City, MO), **Tennessee State University** (Nashville, TN) or the **University of Arkansas at Pine Bluff** should consider applying to the FIPSE program. KCC-FIPSE applicants will be required to complete the application process for Kankakee Community College and the FIPSE program.

FOR INFORMATION ABOUT THE FIPSE PROGRAM, THE APPLICATION PROCESS OR TRANSFERRING FROM KCC TO AN HISTORICALLY BLACK COLLEGE OR UNIVERSITY:

Call or visit us in *Student Services* Monday through Thursday, 8:30AM - 7:30PM.

DELANN WILLIAMS	Director of FIPSE Services (815) 933-0326
ELAINE TERRELL	Administrative Assistant to FIPSE/UPWARD BOUND (815) 933-0327
PHYLLIS SIMINGTON	Assistant Coordinator of Special Grants (FIPSE/Upward Bound/Transfer Center) (815) 933-0231

Guarantee for University of Arkansas - Pine Bluff

Selected Major _____

Associate Degree Program

Planned Semester & Year	*Advisor's Initials*	*Actual Semester & Year Completed*		KCC	UAPB
			COMMUNICATIONS		
____	____	____	ENGL 1613 - English I	3	
____	____	____	ENGL 1623 - English II	3	
____	____	____	SPCH 1553 - Introductory Speech	3	
			HISTORY		
____	____	____	ELECTIVE - History - _____	4	
____	____	____	ELECTIVE - History - _____	4	
			LAB SCIENCE		
____	____	____	ELECTIVE - Lab Science - _____	4	
____	____	____	ELECTIVE - Lab Science - _____	4	
			HUMANITIES (Must be from at least 2 different areas)		
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Huamnities - _____	3	
			MATH (Must be at MATH 1713 - Finite Math level or above)		
____	____	____	ELECTIVE - Math - _____	3	
			SOCIAL SCIENCE (Must be from at least 2 different areas)		
____	____	____	PLSC 1513 - American Government	3	
____	____	____	ELECTIVE - Social Science - _____	3	
____	____	____	ELECTIVE - Social Science - _____	3	
			OTHER		
____	____	____	ELECTIVE - Math or Social Science - _____	3	
____	____	____	ELECTIVE - _____ ( )S.H.	1	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	PHED 1512 - Health Education	2	

Minimum credit hours required for completion: 64

Prerequisites or Courses not taken at KCC (not covered under the Guarantee)(place a T in the completed line)

KCC Prefix/Number	KCC Prefix/Number	KCC Prefix/Number
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.

Student's Signature _____ Date _____

Counselor's/Advisor's Signature _____ Date _____

(7/94)

APPENDIX ITEM 8

Guarantee for Dillard University

Selected Major _____

Associate Degree Program

Planned Semester & Year	*Advisor's Initials*	*Actual Semester & Year Completed*		KCC	Dillard
			COMMUNICATIONS		
____	____	____	ENGL 1613 - English I	3	
____	____	____	ENGL 1623 - English II	3	
____	____	____	SPCH 1553 - Introductory Speech	3	
			HISTORY		
____	____	____	ELECTIVE - History - _____	4	
____	____	____	ELECTIVE - History - _____	4	
			LAB SCIENCE		
____	____	____	ELECTIVE - Lab Science - _____	4	
____	____	____	ELECTIVE - Lab Science - _____	4	
			HUMANITIES (Must be from at least 2 different areas)		
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Huamnities - _____	3	
			MATH (Must be at MATH 1713 - Finite Math level or above)		
____	____	____	ELECTIVE - Math - _____	3	
			SOCIAL SCIENCE (Must be from at least 2 different areas)		
____	____	____	PLSC 1513 - American Government	3	
____	____	____	ELECTIVE - Social Science - _____	3	
____	____	____	ELECTIVE - Social Science - _____	3	
			OTHER		
____	____	____	ELECTIVE - Math or Social Science - _____	3	
____	____	____	ELECTIVE - _____ ( )S.H.	1	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	PHED 1512 - Health Education	2	

Minimum credit hours required for completion: 64

Prerequisites or Courses not taken at KCC (not covered under the Guarantee)(place a T in the completed line)

KCC Prefix/Number	KCC Prefix/Number	KCC Prefix/Number
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.

Student's Signature _____ Date _____

Counselor's/Advisor's Signature _____ Date _____

(7/94)

APPENDIX ITEM 9

Guarantee for Lincoln University

Selected Major _____

Associate Degree Program

Planned Semester & Year	*Advisor's Initials*	*Actual Semester & Year Completed*		KCC	Lincoln
			COMMUNICATIONS		
____	____	____	ENGL 1613 - English I	3	
____	____	____	ENGL 1623 - English II	3	
____	____	____	SPCH 1553 - Introductory Speech	3	
			HISTORY		
____	____	____	ELECTIVE - History - _____	4	
____	____	____	ELECTIVE - History - _____	4	
			LAB SCIENCE		
____	____	____	ELECTIVE - Lab Science - _____	4	
____	____	____	ELECTIVE - Lab Science - _____	4	
			HUMANITIES (Must be from at least 2 different areas)		
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Humanities - _____	3	
____	____	____	ELECTIVE - Huamnities - _____	3	
			MATH (Must be at MATH 1713 - Finite Math level or above)		
____	____	____	ELECTIVE - Math - _____	3	
			SOCIAL SCIENCE (Must be from at least 2 different areas)		
____	____	____	PLSC 1513 - American Government	3	
____	____	____	ELECTIVE - Social Science - _____	3	
____	____	____	ELECTIVE - Social Science - _____	3	
			OTHER		
____	____	____	ELECTIVE - Math or Social Science - _____	3	
____	____	____	ELECTIVE - _____ ( )S.H.	1	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	ELECTIVE - _____ ( )S.H. _____ ( )S.H.	6	
____	____	____	PHED 1512 - Health Education	2	

Minimum credit hours required for completion: 64

Prerequisites or Courses not taken at KCC (not covered under the Guarantee)(place a T in the completed line)

KCC Prefix/Number	KCC Prefix/Number	KCC Prefix/Number
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.
_____ ( )S.H.	_____ ( )S.H.	_____ ( )S.H.

Student's Signature _____ Date _____

Counselor's/Advisor's Signature _____ Date _____

(7/94)

APPENDIX ITEM 10

FUND FOR IMPROVING POSTSECONDARY EDUCATION

STUDENT APPLICATION

Division of Student Services, Kankakee Community College
Room L217 • 815/933-0326

It is extremely important that this application is accurately and neatly completed. All initial evaluation will be based on the information provided in this student application packet. All information is strictly confidential and will be maintained in the FIPSE Office.

Name _____ Social Security Number _____

Address _____

City _____ State _____ ZIP Code _____

Telephone number _____ ☐ Male ☐ Female Date of birth _____

Ethnic background _____ Place of birth _____
City State

Number of dependents (if applicable) _____

Are you a U.S. citizen? ☐ Yes ☐ No If not, name of country _____

Are you a legal resident of Illinois? ☐ Yes ☐ No

If not, in what state do you claim legal residence? _____

How long have you lived in Illinois? _____

Name of high school _____ Grade level _____ Home room number _____

Graduation date _____ Grade point average _____

Have you taken: ☐ ACT ☐ SAT Score(s) _____ Test date _____

High school counselor _____ Home room teacher _____

Extracurricular activities _____

_____

Interests _____

_____

High school awards/honors _____

Are you employed? ☐ Yes ☐ No Employer's name _____

Days and hours you work _____

What colleges are you considering attending? _____

Have you chosen a college major? ☐ Yes ☐ No If yes, what is it? _____

Are you familiar with Fisk University, Lincoln University, University of Arkansas at Pine Bluff or other historically black colleges and universities? ☐ Yes ☐ No

In what way? _____

OVER

Write a paragraph on your personal goals. Please tell us what features of the FIPSE program appeal to you.

_____

_____

_____

_____

_____

_____

FAMILY INFORMATION:

Parents' marital status: ☐ Single ☐ Married ☐ Separated ☐ Divorced

Mother/female guardian name _____

Occupation _____ Employer _____

Address _____ Work phone number _____

Father/male guardian name _____

Occupation _____ Employer _____

Address _____ Work phone number _____

Nearest relative other than parents? _____
Name Address Phone number

Would parent/guardian consent to a home or campus visit to discuss the FIPSE program? ☐ Yes ☐ No

PARENTS' EDUCATIONAL BACKGROUND:

Has either parent received a bachelor's degree? ☐ Yes ☐ No

If yes, ☐ Mother Where? _____

☐ Father Where? _____

List names and ages of brothers/sisters living in household _____

_____

Number who attended college _____ Number currently enrolled in college _____

Where? _____

_____

If admitted to the FIPSE program, I agree to abide by its rules and regulations and to make proper use of the educational advantages provided.

_____ _____
Student's signature Date

_____ _____
Parent/guardian signature Date

_____
Relationship to student (applicant)

STUDENT SELF-ASSESSMENT FORM

Name _____ _____ Date _____

You are to be congratulated for having completed the major portion of the application process. Obviously, you are serious about yourself and preparing for your future. Following the completion of this form, both you and your parent(s) will be scheduled for an interview with the FIPSE staff. To assist the staff in this interview, please complete the sections below. Be very honest about your skills and capabilities. FIPSE provides the opportunity for you to get the assistance you need. The information you provide cannot hurt your chances for admission. The staff simply needs to know about these areas and the extent of your experiences and your needs. In other words, we need to know how best to assist you. You are the one who can best help us to assist you in reaching your goals.

Please use the following codes to complete this section:

0 - I need intensive help in this area.
1 - I need a lot of help in this area.
2 - I need some help in this area.
3 - I need to improve in this area because my skills are average.
4 - I need very little or no help in this area.
5 - I am very strong in this area; strong enough to tutor fellow students.

YOUR RESPONSE	SKILLS AREAS
0 1 2 3 4 5	1. Grammar
0 1 2 3 4 5	2. Spelling
0 1 2 3 4 5	3. Writing mechanics
0 1 2 3 4 5	4. Compositions and essays
0 1 2 3 4 5	5. Research papers
0 1 2 3 4 5	6. Library usage and research methods
0 1 2 3 4 5	7. General reading and comprehension
0 1 2 3 4 5	8. Critical reading and analysis
0 1 2 3 4 5	9. Study skills
0 1 2 3 4 5	10. Lecture notetaking
0 1 2 3 4 5	11. Textbook marking and notetaking
0 1 2 3 4 5	12. Listening skills
0 1 2 3 4 5	13. Examination preparation
0 1 2 3 4 5	14. Test-taking skills
0 1 2 3 4 5	15. Arithmetic
0 1 2 3 4 5	16. Pre-algebra
0 1 2 3 4 5	17. Elementary algebra
0 1 2 3 4 5	18. Intermediate algebra
0 1 2 3 4 5	19. Plane geometry
0 1 2 3 4 5	20. Advanced algebra-trigonometry
0 1 2 3 4 5	21. Pre-calculus
0 1 2 3 4 5	22. Scientific inquiry method
0 1 2 3 4 5	23. Biology
0 1 2 3 4 5	24. Physics
0 1 2 3 4 5	25. Chemistry
0 1 2 3 4 5	26. Foreign language (spoken): _____
0 1 2 3 4 5	27. Foreign language (written): _____
0 1 2 3 4 5	28. Computer science literacy (IBM or APPLE?)
0 1 2 3 4 5	29. Computer science language: _____
0 1 2 3 4 5	30. Speaking ability
0 1 2 3 4 5	31. Other Computer Software you have used?
0 1 2 3 4 5	32. Other Computer Software...
0 1 2 3 4 5	33. Other Computer Software...

PERSONAL INFORMATION SHEET

Fund for Improving Postsecondary Education • Kankakee Community College

Name _____ Date _____

As your high school experience comes to an end, you may want to think about the following:

1. What is your educational goal?

A four-year college degree plus	☐ Yes	☐ No
A four-year college degree	☐ Yes	☐ No
A two-year college degree	☐ Yes	☐ No
Vocational/technical training	☐ Yes	☐ No

Other _____

2. If you will need a college education, which factors are of importance in choosing your college?

- ☐ Location
- ☐ Size of college
- ☐ Cost of college
- ☐ Quality of life on campus
- ☐ Availability of scholarships, financial aid
- ☐ Part-time job opportunities
- ☐ Availability of work study or cooperative education
- ☐ Reputation of the college in your chosen field
- ☐ Others, please specify _____

3. Which four-year colleges/community colleges/technical training schools are you considering?

_____

_____

4. What would it cost for you to go to the school of your choice per year?

_____

5. If you and your family do not have the money to pay for college, is college still a possibility?
☐ Yes ☐ No

6. What is the single biggest obstacle that could prevent you from going to college?

_____

7. What careers/jobs are you are considering at this time? _____

_____

8. What would you like your annual salary to be? _____

9. List any careers for which you would like to receive more information.

_____

_____

OVER

APPENDIX ITEM 13

Summary of Transcript Data (Comparison Group)

Student	Total Hours Enrolled		Repeated Hours		Non-College Hours		"F" Hours		"W" Hours		Earned Hours		Non-Transfer Hours		Transfer Hours	Cum. GPA
1	94	-	**13**	-	0	-	0	-	1	=	80	-	0	=	80	2.33
2[1]	87	-	10	-	2	-	7	-	5	=	63	-	11	=	52	2.16
3	80	-	6	-	3	-	7	-	3	=	61	-	17	=	44	2.04
4	75	-	**14**	-	4	-	9	-	2	=	46	-	0	=	46	2.46
5	69	-	0	-	12	-	0	-	0	=	57	-	6	=	51	2.60
6	68	-	4	-	0	-	0	-	0	=	64	-	3	=	61	2.30
7	66	-	0	-	9	-	3	-	**18**	=	36	-	4	=	32	3.03
8[2]	64	-	0	-	0	-	0	-	0	=	64	-	0	=	64	2.72
9	60	-	0	-	0	-	0	-	0	=	60	-	14	=	46	2.77
10	59	-	3	-	12	-	0	-	7	=	37	-	6	=	31	1.78
11	58	-	11	-	0	-	8	-	9	=	30	-	7	=	23	1.79
12	56	-	9	-	0	-	0	-	3	=	44	-	6	=	38	2.18
13	54	-	3	-	6	-	3	-	4	=	38	-	15	=	23	1.63
14	51	-	0	-	0	-	3	-	0	=	48	-	25	=	23	2.63
15	50	-	3	-	**15**	-	4	-	0	=	28	-	11	=	17	1.56
16	49	-	0	-	2	-	0	-	0	=	47	-	23	=	24	2.53
17	49	-	3	-	0	-	4	-	7	=	35	-	15	=	20	2.41
18	44	-	3	-	0	-	0	-	3	=	38	-	7	=	31	1.79
19	41	-	6	-	3	-	3	-	0	=	29	-	7	=	22	2.09
20	38	-	4	-	0	-	5	-	6	=	23	-	7	=	16	1.29
21	37	-	6	-	4	-	3	-	0	=	24	-	11	=	13	1.74
22	37	-	7	-	4	-	10	-	7	=	9	-	7	=	2	1.11
23	31	-	6	-	0	-	10	-	6	=	9	-	0	=	9	0.47
24	28	-	3	-	0	-	7	-	4	=	14	-	7	=	7	1.86
25	21	-	0	-	**14**	-	7	-	0	=	0	-	0	=	0	0.00
26	11	-	0	-	3	-	0	-	0	=	8	-	2	=	6	3.62

[1] Earned A.L.S.

[2] Earned A.A.

APPENDIX ITEM 14

Summary of Transcript Data FIPSE Participants

Student	Total Hours Enrolled		Repeated Hours		Non-College Hours		"F" Hours		"W" Hours		Earned Hours		Non-Transfer Hours		Transfer Hours	Cum. GPA
1	86	-	10	-	9	-	**14**	-	**14**	=	39	-	**19**	=	20	1.77
2[1]	82.9	-	0	-	**14.5**	-	0	-	9	=	59.4	-	**15**	=	44.4	2.95
3	78	-	3	-	11	-	3	-	11	=	50	-	7	=	43	2.25
4	76	-	3	-	0	-	0	-	1	=	72	-	1	=	71	3.14
5	74	-	3	-	7	-	**13**	-	9	=	42	-	**22**	=	20	1.71
6	70	-	3	-	6	-	0	-	0	=	61	-	12	=	49	3.06
7	68	-	6	-	0	-	0	-	3	=	59	-	**14**	=	45	2.37
8	63	-	6	-	9	-	10	-	**14**	=	24	-	**16**	=	8	1.47
9	59	-	11	-	0	-	4	-	4	=	40	-	4	=	36	1.45
10	57	-	**13**	-	**17**	-	3	-	3	=	21	-	3	=	18	2.46
11	51	-	0	-	0	-	0	-	0	=	51	-	**13**	=	38	3.14
12	51	-	7	-	**18**	-	**16**	-	5	=	5	-	0	=	5	0.95
13	49	-	**16**	-	0	-	6	-	0	=	27	-	4	=	23	1.64
14	40	-	6	-	6	-	6	-	8	=	14	-	6	=	8	1.94
15	32	-	8	-	3	-	**13**	-	0	=	8	-	0	=	8	0.89

[1] Earned A.L.S.

BEST COPY AVAILABLE